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| **Criteria for Assessments** |
| * Summative assessments measure attainment of the central idea |
| * Attainment of enabling knowledge and skills outlined by the lines of inquiry are measured through formative assessments |
| * Assessments are differentiated or open-ended so that ALL students can demonstrate their understanding |
| * A variety of formative and summative assessment methods are present in the unit of study i.e. products, observations, conversations etc. |
| * Technology is meaningfully infused into at least one assessment |
| * There is a balance of formative and summative assessment in the unit |
| * Summative assessments ask students to transfer their learning to new situations, thus requiring the use of higher order thinking skills |
| * Different methods of assessment are present: self-assessment, peer assessment, teacher assessment, other |
| * At least one summative assessment is present that provides students with the opportunity to transfer their learning through authentic performance |
| * Triangulation of evidence is apparent |

***Apply the Two-Question Validity Test (source: UBD high, p. 91)***

**How likely is it that a student could do well on the assessment by:**

* making clever guesses, parroting back, or “plugging in” what was learned, perhaps with accurate recall but limited or no understanding?
* making a good-faith effort, with lots of hard work and enthusiasm, but with limited understanding?
* producing a lovely product or an engaging and articulate performance, but with limited understanding?

**How likely is it that a student could do poorly on the assessment by:**

* failing to meet the requirements of this particular task while nonetheless revealing a good understanding of the ideas?
* not being skilled at certain aspects of the task, but those skills are not central to the goal or involve outside learning or natural talent (eg. require acting or computer ability unrelated to Stage 1 goals)?